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ABSTRACT

Project READ (Reading Efficiency and Delinquency) during its first year involved 4,330 juveniles in 47 states and the District of Columbia. Designed to improve the reading ability of incarcerated juvenile offenders, the program was based on two important facts. A survey of correctional institutions during 1974 assessed the reading abilities of juveniles to be at grade 4.5:, more than one-third of the incarcerated juvenile population was functionally illiterate. Second, a reading-motivation program, "Hooked on Books," introduced by Dr. Dan Fader, proved effective in a number of juvenile institutions: it became the inspiration for a major portion of Project READ. Tests of 2,463 students, after 4 months in the Project READ program, showed an average increase in mental age from 11 years, 10 months to 12 years, 5 months and an increase in reading level from fourth to fifth grade. This report discusses the training of teachers for the program, the 148 schools involved, testing and data, paperback books, additional services, and project support. Appendixes include diagnostic test descriptions, a teacher's preworkshop assessment, a student data collection chart, a paperback book bibliography, and a list of participating schools and teacher representatives. (LL)

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# Project READ

## American Correctional Association

## ANNUAL REPORT
## 1976-1977

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**AMERICAN CORRECTIONAL ASSOCIATION**

**PROJECT READ**

This project was supported by Grant Number 76-JN-99-0017 from the National Institute of Juvenile Justice and Delinquency Prevention, the Law Enforcement Assistance Administration. While this program was sponsored by the American Correctional Association, the conclusions in this publication are those of Project READ.

## PREFACE

The contents herein describe the first year efforts of a project whose main objective was to make better readers of youngsters incarcerated in our nation's training schools. Training schools house youngsters between 8 and 24 years of age, who have been adjudicated by a judge or agency for committing an offense. Few youngsters are "locked up" for more than a year; some for committing nothing more serious than habitual "hooky" playing, others for murder and rape. While most of these youngsters (under age 16) are enrolled in an educational program while they are serving time, most of them suffer the same disability—an inability to READ.

Many incarcerated youngsters never learned to read, some were never taught. While some can read, many will not because they don't like what's available to read. Most of these youngsters (60%) are functionally illiterate. They are unable to fill out job applications; follow directions on food packages; read labels on their clothing, packages, containers and medicine bottles; read emergency signs such as DANGER, EXIT, POISON; read road signs, newspapers, magazines, and telephone books. Basically, they are reading below a fifth grade level or the level necessary to survive in a literate society.

To make survival in a literate society possible for the thousands of incarcerated young people throughout the nation, a program of national scope was designed. Known as Project READ (Reading Efficiency and Delinquency), the program was based on two important facts: 1) A fairly accurate survey of correctional institutions during 1974 assessed the reading abilities of juveniles at grade 4.5.[1] More than one-third of the incarcerated juvenile population was functionally illiterate; 2) A reading motivation program used in a small number of juvenile institutions had proven effective.[2] This program, known as *Hooked on Books* (Berkley Publishing Corporation, 1966), was introduced by Dr. Dan Fader, University of Michigan, and became the inspiration for a major portion of Project READ.

The Director and staff of Project READ wish to thank Dr. Dan Fader for his inspiration and contributions, along with Judge Sylvia Bacon of the D.C. Superior Court for her support of improved literacy programs for juveniles. Also, to Jerry and Ivan Ludington, Sr., for their book distribution contributions, and to the National Home Library Foundation for their substantial financial contribution for paperback books. Most of all, our sincerest appreciation to our funding agency—The National Institute for Juvenile Justice and Delinquency Prevention—who believed in what we wanted to do.

Janet K. Carsetti, Director
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Candace Davis, Secretary

## ACKNOWLEDGEMENTS

The Project READ staff extends their gratitude to the following consultants:

Dr. Charles E. Johnson, Associate Professor of Measurement and Statistics, College of Education, University of Maryland, who served as statistical consultant to the Project. All data was programmed by Dr. Johnson at the University of Maryland Computer Science Center.

Dr. Robert M. Wilson, Director of the Reading Center, University of Maryland, was helpful in setting up the initial data retrieval system, and in analyzing the data on phonics ability.

## TABLE OF CONTENTS


Objectives ..... 1

Selection of the Population ..... 1

Training ..... 1
- Sites ..... 1
- Content ..... 1
- Paperback Book Component ..... 2
- Follow-Up Workshops ..... 2

Description of the 148 Schools ..... 3

Testing of the Student Population ..... 4

Pre-Test Data Analysis ..... 5
- Correlations of All Variables ..... 9

Post-Test Data Analysis ..... 10

Pre-Post Test Gains ..... 11
- Summary of Testing Component ..... 12

Paperback Book Data ..... 13
- Book Distribution ..... 13
- Allocation of Monies ..... 13
- Best Sellers ..... 13

Coordination and Cooperation ..... 14
- Additional Services ..... 14
- Project Support ..... 14

Summary ..... 15

Footnotes ..... 15

Appendices
- Diagnostic Test Descriptions ..... 17
- Teacher's Pre-Workshop Assessment ..... 19
- Student Data Collection Chart ..... 21
- Paperback Book Bibliography ..... 23
- Participating Schools and Teacher Representatives ..... 31

## OBJECTIVES

Funded February 15, 1976 by the National Institute for Juvenile Justice and Delinquency Prevention office of the Law Enforcement Assistance Administration, Project READ was designed to improve literacy among the nation's incarcerated juvenile population. Major objectives of the program included:

1. Training teachers in juvenile training schools in diagnosis and remediation of reading difficulties, including the establishment of functional reading programs.
2. Providing free reading material for the young people incarcerated in these training schools. This material was in the form of paperback books selected from an extensive bibliography compiled by the Project.

## SELECTION OF THE POPULATION

All Commissioners of Corrections and/or their Juvenile Division Directors were informed in writing of the nature of Project READ. Subsequently, a letter of announcement was sent to all Superintendents of Juvenile Training Schools. Approximately 180 invitations to apply for participation in Project READ were sent. Over 200 applications were received by the Project with 165 schools selected for participation. Each selected school submitted the name of one teacher who would represent the school at a training workshop. In order for a school to receive any benefits from the Project, its teacher representative had to attend a training workshop. A list of these teacher representatives and the participating schools appears in the Appendix.

## TRAINING

### Training Workshops—Sites

Six initial training workshops were held for 187 teachers throughout the nation. These workshops were held in Philadelphia, Pennsylvania on May 5 and 6; Sacramento, California on May 19 and 20; Columbus, Ohio on May 26 and 27; Tampa, Florida on June 2 and 3; Chicago, Illinois on June 9 and 10; and Denver, Colorado on June 16 and 17, 1976.

These six regional workshops provided training for teachers in 165 schools from 49 states and the District of Columbia.

Region I

Training was provided for 34 teachers representing 30 training schools from the following states: Connecticut, Delaware, District of Columbia, Maine, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Virginia.

Region II

Training was provided for 33 teachers representing 31 training schools from the following states: Alaska, California, Hawaii, Oregon, and Washington.

Region III

Training was provided for 33 teachers representing 30 training schools from the following states: Indiana, Kentucky, Michigan, Ohio, Tennessee, and West Virginia.

Region IV

Training was provided for 25 teachers representing 23 training schools from the following states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina.

Region V

Training was provided for 26 teachers representing 21 training schools from the following states: Illinois, Iowa, Minnesota, Missouri, and Wisconsin.

Region VI

Training was provided for 36 teachers representing 30 training schools from the following states: Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Wyoming.

### Training Workshops—Content

For a full two days, teachers received training in diagnosis and remediation of reading difficulties. The depth to which content was emphasized was determined by a pre-test instrument given to all teachers at the start of a workshop. A copy of this test is included in the Appendix of this publication.

Diagnosis

A series of tests relatively easy to administer and interpret were introduced to the teachers. For a measure of student potential, the Peabody Picture Vocabulary Test was selected. For reading ability, the Botel Inventory was used, and for self-concept assessment, the Piers-Harris Self-Concept Scale was used. A description of these tests appears in the Appendix. Each teacher received complimentary copies of all instruments, and was instructed to use the instruments with her students. Additionally, a simple graphic device for summarizing a student's abilities was introduced.

Remediation

The *Language Experience Approach* to teaching reading was introduced as a means for non-readers to get speech into print.

The philosophy behind the Language Experience Approach (LEA) is that a beginning reader can probably read his own "language" better than someone else's language. Utilizing a structured series of steps to get a learner's speech into print, the LEA builds on a student's strengths by using only the words a student has in his spoken vocabulary. Words that are not in a student's spoken vocabulary are not presented in written form until he can read the words that *are* in his spoken vocabulary.

*Functional reading* packets and games were displayed and utilized by teachers. Reading skills were reinforced by using functional items such as food packages and directions, road signs, job applications, newspapers, magazines, T.V. guides, telephone books, labels from medicine bottles, containers, and clothing, as well as thru games and music.

Heavy emphasis was placed on the motivational impact of the material used in teaching. A philosophy of teaching to a student's strengths was established, as well as providing concrete means of success for achievement.

*Sustained silent reading* was introduced as a means for allowing students to "practice" reading in class each day. Teachers were instructed to take a least ten minutes each day to allow students to read from paperbacks, magazines, newspapers, posters, or any other reading material available *in the classroom*. Students could select what *they* wanted to read, read at their own rates of speed, and not be questioned on the content of what they read. During this ten minute period, *everyone* read; teachers, aids, supervisors, principal, secretary, superintendent, etc. Students were given a model by authority figures—reading was important enough that *everyone* took time out to read each day.

**The Paperback Book Component**

As a motivational technique to get reluctant readers reading, the *Hooked On Books* philosophy was introduced, and a copy of the second edition of *Hooked on Books* was given to each teacher. If students can select their own books, rather than being told what to read, chances are they will find the reading of that self-selected book easier and more enjoyable. Censorship cannot exist under this philosophy, thus an extensive effort was made to include as many different types of books as possible. The final bibliography of paperback books was derived from the experiences of Dan Fader as indicated in *Hooked On Books*, Virgil Gulker in his *Books Behind Bars*, James Duggins and Tom Finn who run a "Hooked On Books" program in the San Francisco Public Schools, M. Jerry Weiss, a noted authority and educational editor of paperback books, and the students and teachers within the institutions. Publishers of educational paperbacks and Sandra Topolski, Educational Director of Ludington News Company in Detroit, Michigan were extremely helpful in selecting and organizing the books that appear in the bibliography in the Appendix of this publication.

**Summary of Initial Training Workshops**

Each teacher representative left a workshop with diagnostic material, resources, and new teaching techniques to use with her students. A strictly enforced stipulation was that each teacher, upon returning to her respective institution, test a given number of students. The results of this testing had to be returned to the Project office before a school entered the paperback book component. The data collection chart is contained in the Appendix. It is essential to note that no school received any paperback books until the test data was accepted by the Project Director. While 165 schools had teacher representatives trained, 148 schools proceeded into the paperback book component.

**Follow-Up Workshops**

Once a school entered the paperback book component, it became eligible for follow-up training. While time and travel money greatly influenced the number of follow-up workshops conducted, forty-three schools received such assistance. Most follow-up workshops were day long demonstrations of how to make teacher-made material that would reinforce reading skills. At least three quarters of each workshop was devoted to actual "hands-on" activities where teachers compiled functional reading packets. A major stipulation for teachers attending these workshops was that they leave the workshop with a minimum of three new activities to use in their classrooms the following day. Many teachers were able to construct ten activities ranging from games that reinforced phonics skills to packets teaching the user how to use a telephone book, cook a packaged dinner, frost a friend's hair, or read a newspaper feature story. Many times, the total faculty of a school participated in a workshop to incorporate functional reading into the school program. All follow-up workshops were conducted by the Project Director. The following schools received follow-up assistance:

State—School

AL — Roebuck Youth Center
AL — Chalkville Youth Center
CA — Afflerbaugh Paige School
CA — O. H. Close School
CA — David Gonzales Camp School
CA — Karl Holton School
CA — Kilpatrick Miller School
CA — Las Palmas School for Girls
CA — Los Robles School
CA — Munz Mendenhall School
CA — DeWitt Nelson School
CA — Northern Reception Center
CA — Glenn Rockey School
CO — Montview School
DC — Cedar Knoll School
DC — Maple Glen School
GA — Youth Center at Macon
IL — Central Correctional Region/VAST
IL — Chicago Program Center
IL — IYC/Dixon Springs
IL — IYC/DuPage
IL — IYC/Geneva
IL — IYC/Hanna City
IL — IYC/Joliet
IL — IYC/Pere Marquette
IL — IYC/St. Charles
IL — IYC/Valley View
IL — Northern Correctional Region/Conquest
IL — Southern Correctional Region/Choice
IN — Indiana Boys School
IN — Indiana Girls School
KS — Larned State Hospital
KS — Osawatomie State Hospital
KS — Youth Center at Atchison
KS — Youth Center at Beloit
KS — Youth Center at Topeka
TX — Brownwood State Home
TX — Crockett School
TX — Gainesville School
TX — Giddings School
TX — Harris County Youth Center
WV — Industrial School for Boys
WV — Industrial School for Girls

## DESCRIPTION OF THE 148 SCHOOLS

Representing the total school/institution population of Project READ are 148 schools from 47 states and the District of Columbia. Fifty percent or 74 of these schools have all male populations, 12% or 18 are all female, and 38% or 55 schools are co-educational.

These schools house young people between the ages of 6 and 25. The average length of stay is 7½ months. While the pupil capacity of these institutions is from 10 to 1100, the average number of students per school is 176.

Every school has a combination of academic and vocational teachers. The average number of academic teachers is 11, and the average number of vocational teachers is four. *The national student-teacher ratio is 9 to 1.*

### Libraries

Ninety percent of all 148 schools have libraries for student use. Fourteen schools do not have a library. Of the 134 schools that have a library, 32 do not have a librarian. Of the 99 schools with a librarian, 75 are full-time and 24 are part-time librarians. There is also evidence indicating that at least ten of the schools, having a library but no librarian, do not use the library. The average school library is open for six hours a day. The average number of books per school is 3,230.

### Magazines

An average of 26 magazines per school is provided for student use. Only one school has no magazines available. The sources of these magazines follow:

| SOURCE | PERCENT OF SCHOOLS |
|---|---|
| Subscriptions and donations | 51% |
| Subscriptions only | 32% |
| Combined subscriptions, donations & others* | 7.5% |
| Donations only | 5.5% |
| Donations and others | 1.4% |

*Other sources of magazines include unclaimed magazines from the post office, teacher's and/or student's personal subscriptions, and old copies from newsstands.

Magazines are available for student use in the following places within the institutions:

| PLACE OF USE | NUMBER OF SCHOOLS | PERCENT OF SCHOOLS |
|---|---|---|
| library, classroom, residences | 66 | 46% |
| library and classroom | 25 | 17% |
| library only | 18 | 12% |
| classroom and residences | 15 | 10% |
| library and residences | 11 | 8% |
| residences only | 2 | 1% |

### Newspapers

Eighty-seven percent of the 148 schools have newspapers available for student use. Nineteen schools have no newspapers available. The average school has 19 newspapers available for students. It is important to note that the 19 could be all the same copies of one paper. The same is true of magazines. It was not possible to assess the actual types of newspapers and magazines pro-

vided as they are not constant. Newspapers are available for students in the following places within the institution:

| PLACE OF USE | NUMBER OF SCHOOLS | PERCENT OF SCHOOLS |
|---|---|---|
| library, classroom, residences | 37 | 29% |
| library and classroom | 28 | 22% |
| library and residences | 12 | 10% |
| classroom and residences | 8 | 6% |
| library only | 22 | 17% |
| classroom only | 13 | 10% |
| residences only | 7 | 6% |

Paperback Books

Prior to their involvement in Project READ, five schools never used paperback books. Of the 143 schools that did use paperbacks prior to their involvement in the Project, 12 schools used them only for required reading. Eighty-six schools used paperbacks for recreational reading, and 41 schools used paperbacks for a combination of recreational and required reading. At least 42 of the 143 schools used their paperbacks in the school library. It was not possible to accurately assess the type and number of paperbacks used prior to a school's involvement in Project READ.

## TESTING OF THE STUDENT POPULATION

As indicated previously, each teacher representative was asked to test a percentage of her population. Schools with less than 50 students had to test a minimum of ten; between 50 and 100, a minimum of 20; between 101 and 250, a minimum of 30; and over 251 students, a minimum of 40.

Teachers could select any student for testing. Most tested new students as they entered the institution; others tested students from whom they wanted more diagnostic information. Some teachers used their specific classroom populations, while others sought out students from other teachers who wanted diagnostic information from their students. Ten schools found the diagnostic information to be so effective that they incorporated this testing into their total school plan.

Two distinct testing periods were established. One, the pre-testing, took place between May and June of 1976, prior to any treatment. The second testing period, the post-testing, took place no less than eight weeks after treatment began, and not later than December, 1976. Results of these two testing periods follow.

### Treatment: Techniques Used Between Pre and Post-Testing

The techniques presented during teacher training workshops were used with students after the pre-testing. A summary of those components follow:

1. Allowing for sustained silent reading periods.
2. Designing and utilizing functional reading packets.
3. Using the Language Experience Approach.
4. Teaching to strengths.[3]
5. Using paperback books in the classroom.

It is essential to note that the first four components were *not controlled*. Some schools used these techniques almost exclusively to teach reading, while others merely touched on them. The fifth component, paperback books, is the only constant variable. Every school used paperbacks in their classroom reading/language arts programs. The extent to which these paperbacks were utilized varies from school to school.

*It is essential to understand that Project READ is a training program—not a research program. This first year effort focused on alternate methods of teaching reading. While the data collected is both magnanimous and impressive, it is secondary to the efforts of the Project. The data that follow should be viewed as informative and descriptive—not as empirical.*

## PRE-TEST DATA ANALYSIS

A total of 4,330 students from 148 institutions in 47 states and the District of Columbia represent the pre-testing population. The following *national* averages resulted:

**National Averages from Pre-Testing (N = 4330)**

| VARIABLE | MEAN | MINIMUM | MAXIMUM |
|---|---|---|---|
| Chronological Age | 15-11 | 8-11 | 24-2 |
| Grade | 9 | 3 | 16 |
| Mental Age | 11-9 | 3 | 18+ |
| Reading Decoding | 4 | non-reader | 12 |
| Reading Comprehension | 4 | non-reader | 12 |
| Phonics—Consonants | 16 of 18 | 0 | 18 |
| Phonics—Blends | 12 of 19 | 0 | 19 |
| Phonics—Rhyming | 6 of 8 | 0 | 8 |
| Self-Concept | 50 | 2 | 80 |

I am a good reader:
yes — 2,182 or 51%
no — 2,059 or 49%

I like paperbacks:
a lot — 1,447 or 34%
a little — 1,766 or 42%
not at all — 1,031 or 24%

*Chronological Age (CA)*

The average CA is 15 years, 11 months, with ranges from 8 years, 11 months to 24 years, 2 months.

*Grade in School*

Of the 4,330 students tested, 2,092 are in non-graded situations. Of the 2,238 students assigned to a grade level, the average grade is ninth. The range of grade levels is from third grade to grade 16.

*Mental Age (MA)*

Student potential, as indicated by the *Peabody Picture Vocabulary Test* is equivalent to *sixth grade*. The average mental age score is 11 years, 9 months. A grade equivalent is arrived at by subtracting five (the age most children begin school) from the MA. It is necessary to indicate that while this test correlates very highly with a Weschler and/or Stanford-Binet, and is one of the few tests of its kind not requiring reading, it has culture biases. With approximately 50% of the population comprised from minority groups, this average MA of 11-9 could be slightly lower than actual as a result of the culture bias. It should be noted that 57% of all students taking the Peabody scored lower than 11-9. The ranges of mental age are from 3-0 to 18+.

*Reading-Decoding*

According to the Botel Word Recognition Test and the University of Maryland upper level reading lists, the average ability to decode words is 4th grade level. The range on these tests is from total non-reader to 12th grade level. A frequency distribution of reading decoding levels follows:

**Pre-Test Reading Decoding Scores for 4,259 Students**

| READING LEVEL | NUMBER OF STUDENTS | PERCENTAGE OF STUDENTS SCORING AT THAT LEVEL |
|---|---|---|
| non-reader | 59 | 1.4% |
| pre-primer | 147 | 3.5% |
| primer | 112 | 2.6% |
| grade 1 | 192 | 4.5% |
| grade 2-1 | 225 | 5.3% |
| grade 2-2 | 142 | 3.3% |
| grade 3-1 | 424 | 10% |
| grade 3-2 | 376 | 8.8% |
| grade 4 | 505 | 11.9% |
| grade 5 | 382 | 9% |
| grade 6 | 249 | 5.8% |
| grades 7-8 | 326 | 7.7% |
| grades 9-12 | 1,120 | 26.3% |

*Reading-Comprehension*

According to the Botel Word Opposites Test, the average ability to comprehend the written word is 4th grade level. The range on this test is from non-reader to 12th grade. A frequency distribution of reading comprehension levels follows:

**Pre-Test Reading Comprehension Scores for 4,169 Students**

| READING LEVEL | NUMBER OF STUDENTS | PERCENTAGE OF STUDENTS SCORING AT THAT LEVEL |
|---|---|---|
| non-reader | 160 | 3.8% |
| grade 1 | 211 | 5.1% |
| grade 2-1 | 171 | 4.1% |
| grade 2-2 | 284 | 6.8% |
| grade 3-1 | 315 | 7.6% |
| grade 3-2 | 259 | 6.2% |
| grade 4 | 376 | 9% |
| grade 5 | 772 | 18.5% |
| grade 6 | 601 | 14.4% |
| grades 7-8 | 649 | 15.6% |
| grades 9-12 | 371 | 8.9% |

*Reading-Phonics*

Students scoring *at or below* the fourth grade level on the Botel Word Recognition Test were administered three sections of the Phonics Test; consonants, blends, and rhyming words. The average score on the consonants section was 16 out of a possible 18. On the blends section, the average score was 12 out of a possible 19; and, on

the rhyming words section, the average score was 6 out of a possible 8.

These scores suggest a correlation between reading level and phonics ability. Thus, the graph below was designed to indicate the percentage of consonants, blends, and rhyming words known by students at each level of reading from non-reader thru grade four. The graph indicates that the more phonics a student knows, the higher his reading level. This is more apparent for the area of blends than for rhyming words or consonants.

The following chart also indicates the increase in reading level as phonics ability increases. These figures represent a total population of 1,385 students who scored at or below the fourth grade level on the Botel Word Opposites Test.

| BOTEL WORD OPPOSITES GRADE LEVEL | CONSONANT KNOWLEDGE (MAX = 18) | | BLENDS KNOWLEDGE (MAX = 19) | | RHYMING WORD KNOWLEDGE (MAX = 8) | |
|---|---|---|---|---|---|---|
| | Percent | Mean | Percent | Mean | Percent | Mean |
| non-reader | 69.3% | 12.5 | 25.1% | 4.8 | 47.8% | 3.8 |
| 1 | 78.9% | 14.2 | 34.3% | 6.5 | 62.6% | 5.0 |
| 2-1 | 82.2% | 14.8 | 44.7% | 8.5 | 78.0% | 6.2 |
| 2-2 | 88.4% | 15.9 | 52.5% | 9.9 | 84.5% | 6.8 |
| 3-1 | 89.3% | 16.1 | 62.1% | 11.8 | 86.4% | 6.9 |
| 3-2 | 90.7% | 16.3 | 64.9% | 12.3 | 88.0% | 7.0 |
| 4 | 92.7% | 16.7 | 71.7% | 13.6 | 90.2% | 7.2 |

*Self-Concept*

According to the Piers-Harris Self-Concept Scale, an acceptable score is between 46 and 60. The average score on the pre-test was 50, which would indicate an acceptable self-concept. Of the 4,241 students taking the test, 41% had acceptable self-concepts; 34% had scores that were below the acceptable range; and 25% scored above (evidence of "faking" answers) the acceptable range.

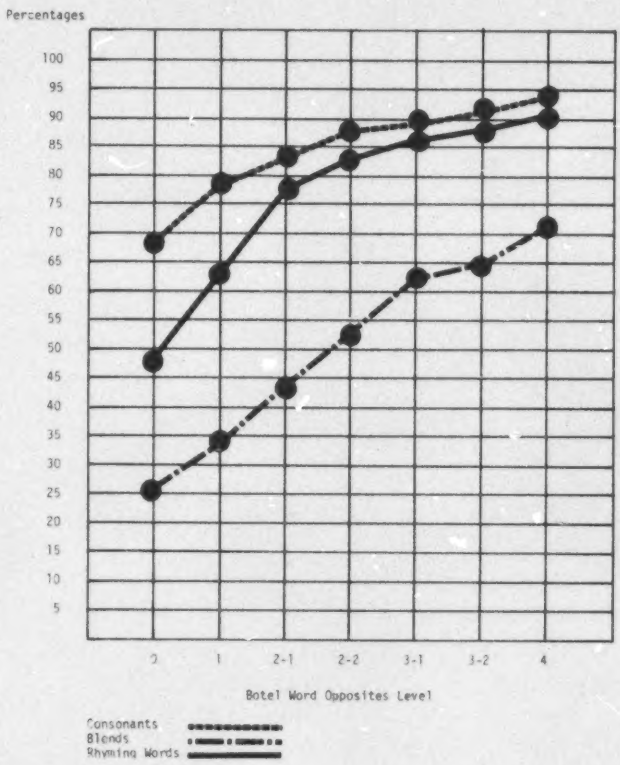
One of the 80 statements in the Piers-Harris was analyzed separately. Statement number 70 reads: "I am a good reader." Approximately 51% or 2,182 students answered yes to this statement. The remaining 49%, or 2,059 students, answered no. While these figures are not consistent with the percentage of functional illiterates (60%) among this population, the perceptions of the students responding to the statement are true. The word "good" in "I am a *good* reader" is relative. While a student may be reading at a second grade level, he may perceive himself to be a "good" reader.

*Response to Paperback Popularity*

Most of the schools using paperbacks prior to their involvement in Project READ were using them as part of an academic program, as well as for reading enjoyment. Each student was asked to respond to the statement . . . I like paperback books . . . a lot . . . a little . . . not at all. Following are the results of that statement:

1. Thirty-four percent, or 1,447 students said they liked paperbacks "a lot."
2. Forty-two percent, or 1,766 students responded "a little."
3. Twenty-four percent, or 1,031 students said they did not like paperbacks at all.

**Phonics Ability Compared To Reading Level**



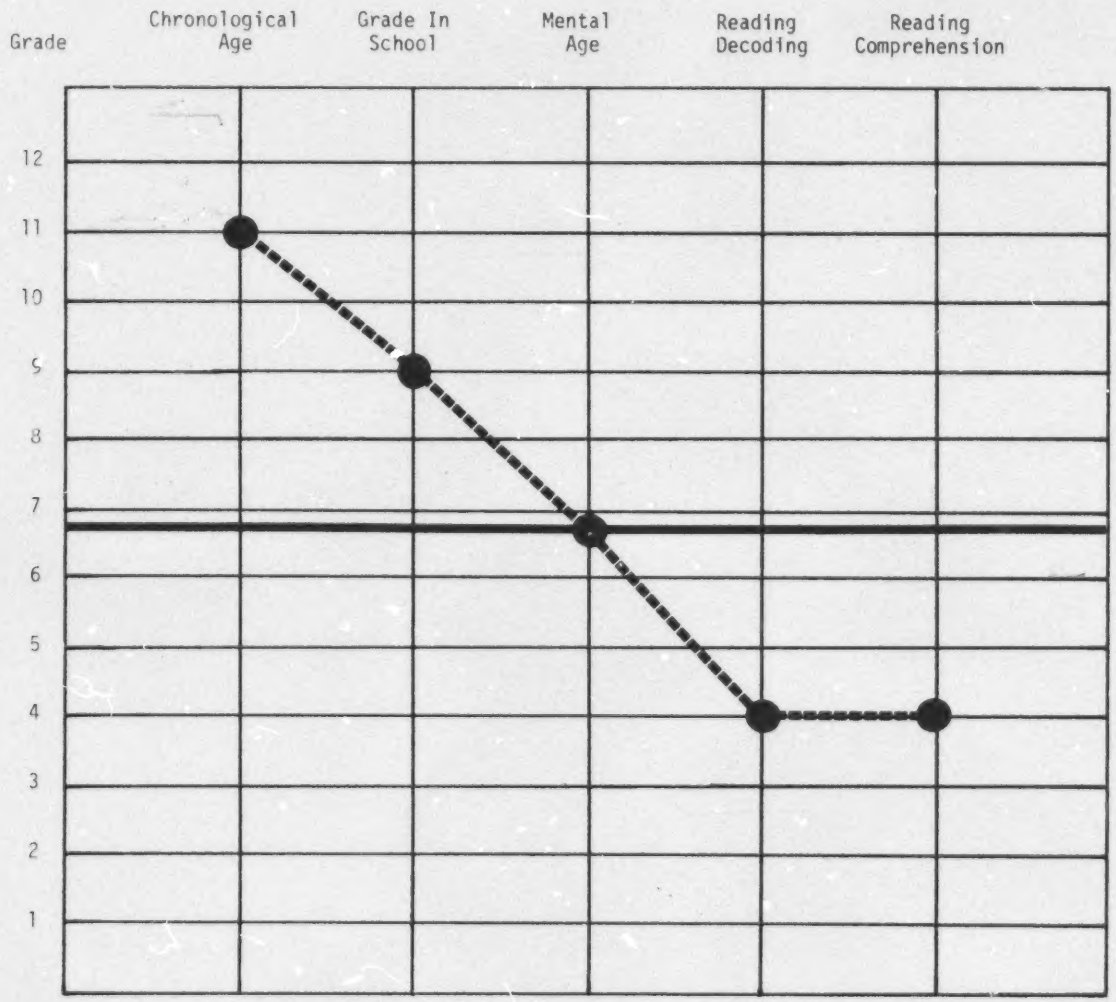
**Explanation of Graph Depicting the Average Student Tested**

Of the 4,330 students selected for testing by their teachers, the average student is 16 years old, in the ninth grade, reading at the fourth grade level, with the ability to perform at the upper half of sixth grade. For a quick assessment of the average student, a graph converting all scores into grade level equivalents was prepared. Grade level equivalents of chronological age and mental age are arrived at by subtracting five from each figure. Five is the age most youngsters enter school; thus, a student with a mental age of 16 would have the ability to perform at 16 minus 5, or grade 11.

A horizontal line is drawn thru the point at which the mental age is plotted. This line then represents the student's potential, at the time of testing.

Thus, the average student is reading almost three years below his potential, and five years below his grade level. He is approximately seven years behind his sixteen year old peers of average mental ability.

**Composite of the Average Student of 4,330 Students Pre-Tested**



**Regional Averages from Pre-Testing**

As teachers were trained in six, separate regional workshops, student data was categorized similarly. The following charts indicate the mean, minimum, and maximum scores for students within each region.

**Regional Averages from Pre-Testing**

| | Region I | | | Region II | | | Region III | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | Min. | Max. | Mean | Min. | Max | Mean | Min. | Max. |
| Chronological Age | 15-6 | 8-11 | 19-4 | 16-9 | 9-0 | 24-2 | 15-11 | 11-0 | 20-0 |
| Grade | 8.96 | 4.0 | 12.0 | 9.95 | 3 | 16 | 8.6 | 3 | 12 |
| Mental Age | 11-4 | 3 | 18-0 | 12-5 | 5-2 | 18-0 | 11-9 | 4-7 | 18-0 |
| Reading Decoding | 3[a] | non reader | 9-12 | 4 | non reader | 9-12 | 4 | non reader | 9-12 |
| Reading Comprehension | 4 | non reader | 9-12 | 4 | non reader | 9-12 | 4 | non reader | 9-12 |
| Phonics—Consonants | 16 | 0 | 18 | 16 | 4 | 18 | 16.5 | 0 | 18 |
| —Blends | 10 | 0 | 19 | 12 | 0 | 19 | 10 | 0 | 19 |
| —Rhyming Words | 7 | 0 | 8 | 7 | 0 | 8 | 7 | 0 | 8 |
| Self-Concept | 52 | 10 | 79 | 51 | 2 | 80 | 50 | 12 | 80 |
| | Yes | | No | Yes | | No | Yes | | No |
| I am a good reader | 59% | | 41% | 51% | | 49% | 49% | | 51% |
| | a lot | a little | not at all | a lot | a little | not at all | a lot | a little | not at all |
| I like paperbacks | 30% | 43% | 27% | 36% | 39% | 25% | 36% | 40% | 24% |

| Region IV | | | Region V | | | Region VI | | |
|---|---|---|---|---|---|---|---|---|
| Mean | Min. | Max. | Mean | Min. | Max. | Mean | Min. | Max. |
| 15-3 | 10-4 | 19-4 | 16-0 | 10-6 | 20-1 | 16-0 | 10-6 | 21-9 |
| 8.15 | 4 | 12 | 8.3 | 4 | 11 | 9.25 | 3 | 13 |
| 10-5 | 4-11 | 18-0 | 12-4 | 5-6 | 18-0 | 12-6 | 4-11 | 18-0 |
| 3[a] | non reader | 9-12 | 5 | PP | 9-12 | 5 | non reader | 9-12 |
| 3[a] | non reader | 9-12 | 5 | non reader | 9-12 | 5 | non reader | 9-12 |
| 14 | 0 | 18 | 16.5 | 0 | 18 | 16.6 | 0 | 18 |
| 8 | 0 | 19 | 11.9 | 0 | 19 | 12 | 0 | 19 |
| 6 | 0 | 8 | 7 | 0 | 8 | 7 | 0 | 8 |
| 50 | 14 | 79 | 52 | 9 | 80 | 50 | 11 | 78 |
| Yes | | No | Yes | | No | Yes | | No |
| 47% | | 53% | 54% | | 46% | 51% | | 49% |
| a lot | a little | not at all | a lot | a little | not at all | a lot | a little | not at all |
| 32% | 43% | 26% | 34% | 43% | 24% | 35% | 42% | 22% |

**Correlations of All Variables from Pre-Test Data**

Since 4,330 students comprised the pre-test sample, correlations among variables were run on this pre-test group. With such a large population, almost all correlations are significant, however, those variables being most significant (above .400) are reported herein:

A. Mental age correlates highly with:
   1. Reading decoding (.490)
   2. Reading comprehension (.547)
   3. Phonics-blends (.427)
B. Reading decoding correlates highly with:
   1. Reading comprehension (.795)
   2. Phonics-blends (.709)
   3. Phonics-consonants (.508)
   4. Phonics-rhyming words (.502)
C. Chronological age correlates highly with grade level (.608)
D. Phonics-blends correlates highly with rhyming words (.520)
E. Reading comprehension correlates highly with:
   1. Phonics-blends (.617)
   2. Phonics-rhyming words (.451)
F. Phonics-consonants correlates highly with:
   1. Phonics-blends (.585)
   2. Phonics-rhyming words (.499)

The most significant correlations are between reading decoding and reading comprehension and reading decoding and phonics-blends. As indicated by the pre-test data, the national averages for both decoding and comprehension are fourth grade level. The chart below indicates correlations among all variables.

**Correlations Among All Variables From Pre-Test Data**
**n=4330**

| Variables | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chronological Age | 1 | | .608 | .221 | .144 | .171 | .085 | .082 | .066 | .106 | −.025 | .069 |
| Grade in School | 2 | | | .314 | .228 | .249 | .167 | .180 | .105 | .122 | .082 | .130 |
| Mental Age | 3 | | | | .490 | .547 | .311 | .427 | .281 | .056 | .214 | .246 |
| Reading-Decoding | 4 | | | | | .795 | .508 | .709 | .502 | .128 | .383 | .333 |
| Reading-Comprehension | 5 | | | | | | .437 | .617 | .451 | .144 | .320 | .324 |
| Phonics-Consonants | 6 | | | | | | | .585 | .499 | .112 | .184 | .215 |
| Phonics-Blends | 7 | | | | | | | | .520 | .089 | .286 | .247 |
| Phonics-Rhyming Words | 8 | | | | | | | | | .088 | .185 | .181 |
| Self-Concept | 9 | | | | | | | | | | .296 | .158 |
| I am a good reader | 10 | | | | | | | | | | | .315 |
| Paperback Enjoyment | 11 | | | | | | | | | | | |

## POST-TEST DATA ANALYSIS

Students housed in training schools enter and are released on a continuous basis. Many of the students pre-tested for the Project were released prior to post-testing. A total of 2,463 of the original group of 4,330 remained for post-testing. The analysis of data for these 2,463 students follows:

**National Averages from Post-Testing**

| VARIABLE | MEAN | MINI-MUM | MAXI-MUM |
|---|---|---|---|
| Chronological Age | 16-2 | 9-4 | 22-2 |
| Grade | 9.3 | 3 | 14 |
| Mental Age | 12-5 | 3-10 | 18+ |
| Reading Decoding | 5 | non-reader | 12 |
| Reading Comprehension | 5 | non-reader | 12 |
| Phonics—Consonants | 17 of 18 | 0 | 18 |
| Phonics—Blends | 14 of 19 | 0 | 19 |
| Phonics—Rhyming Words | 7 of 8 | 0 | 8 |
| Self-Concept | 55 | 8 | 80 |
| I am a good reader: | | | |
| yes | — 1,503 or 63% | | |
| no | — 882 or 37% | | |
| I like paperbacks: | | | |
| a lot | — 1,119 or 46% | | |
| a little | — 994 or 41% | | |
| not at all | — 310 or 13% | | |

*Chronological Age*

The average CA is 16 years, 2 months with the youngest student 9 years, 4 months and the oldest 22 years, 2 months.

*Grade*

The grade range for students at the time of post-testing was from grade 3 to grade 14. The average grade is 9.3.

*Mental Age*

The average MA is 12 years, 5 months, with ranges from 3 years, 10 months to 18+. A grade level equivalent for the average mental age is 7-5, indicating that the average student has the potential to do work half way through the seventh grade. Of all 2,463 students post-tested, 55% had mental ages *below* 12-5.

*Reading-Decoding*

The average reading level for decoding is 5th grade with ranges from non-reader thru twelfth grade. A frequency distribution of reading-decoding scores follows: (N = 2386)

| READING LEVEL | NUMBER OF STUDENTS | PERCENT |
|---|---|---|
| Non-reader | 24 | 1% |
| Pre-primer | 43 | 1.8% |
| Primer | 61 | 2.6% |
| Grade 1 | 72 | 3% |
| Grade 2-1 | 107 | 4.5% |
| Grade 2-2 | 76 | 3.2% |
| Grade 3-1 | 192 | 8% |
| Grade 3-2 | 195 | 8.2% |
| Grade 4 | 241 | 10.1% |
| Grade 5 | 191 | 8% |
| Grade 6 | 159 | 6.7% |
| Grades 7-8 | 220 | 9.2% |
| Grades 9-12 | 805 | 33.7% |

*Reading-Comprehension*

The average reading level for comprehension is 5th grade with ranges from non-reader thru 12th grade. A frequency distribution of reading-comprehension scores follows: (N = 2372)

| READING LEVEL | NUMBER OF STUDENTS | PERCENT |
|---|---|---|
| Non-reader | 26 | 1.1% |
| Grade 1 | 70 | 2.9% |
| Grade 2-1 | 92 | 3.9% |
| Grade 2-2 | 114 | 4.8% |
| Grade 3-1 | 138 | 5.8% |
| Grade 3-2 | 156 | 6.6% |
| Grade 4 | 269 | 11.3% |
| Grade 5 | 361 | 15.2% |
| Grade 6 | 438 | 18.5% |
| Grades 7-8 | 433 | 18.3% |
| Grades 9-12 | 273 | 11.5% |

*Phonics-Consonants*

The average student of 1,313 taking this test knew 17 of a possible 18 consonants. Only 52% of the 1,313 knew all 18 consonants.

*Phonics-Blends*

The average student of 1,313 taking this test knew 14 of a possible 19 blends. Only 31% of the 1,313 knew all 19 blends.

*Phonics-Rhyming Words*

Of the 1,312 students tested, the average score was seven right out of eight. Seventy-nine percent of the 1,312 students knew all eight rhyming pairs.

*Self-Concept*

The average student scored at 55 which is well within the 46-60 acceptable range. Only 25% of the 2,370 students scored *below* the acceptable range. Sixty-two percent scored within the acceptable range, and 13% scored above the acceptable range, indicating their scores are probably "faked."

*I Am A Good Reader*

This statement is item #70 in the self-concept scale. 1,503 students said they were good readers, and 882 said they were not.

*Paperback Enjoyment*

Students were asked to respond to the statement "I like to read paperbacks". . . a lot . . . a little . . . or not at all. Forty-six percent indicated "a lot," 41% said "a little," and only 13% said "not at all."

**Summary of Post-Test Data**

At the time of post-testing, the average student was reading approximately 2½ years below his potential; four years below his grade level; and six years below his chronological age peers of average intelligence.

**PRE-POST TEST GAINS**

Gains scores are computed on the 2,463 students who received both pre and post-tests. For a more accurate picture of what the pre-test national averages are for this smaller group, the following chart is provided.

**Pre-Test National Averages of 2,463 Students Who Were Post-Tested**

| VARIABLE | MEAN | MINIMUM | MAXIMUM |
|---|---|---|---|
| Chronological Age | 15-10 | 8-11 | 24-2 |
| Grade | 9.1 | 3 | 13 |
| Mental Age | 11-10 | 3-8 | 18+ |
| Reading Decoding | 4 | non-reader | 12 |
| Reading Comprehension | 4 | non-reader | 8 |
| Phonics-Consonants | 16 of 18 | 0 | 18 |
| Phonics-Blends | 10 of 19 | 0 | 19 |
| Phonics-Rhyming Words | 7 of 8 | 0 | 8 |
| Self-Concept | 50 | 2 | 80 |
| I am a good reader: | | | |
| yes | — 1,246 or 51% | | |
| no | — 1,182 or 49% | | |
| I like paperbacks: | | | |
| a lot | — 825 or 34% | | |
| a little | — 995 or 41% | | |
| not at all | — 603 or 25% | | |

**Difference Scores for Each Variable**

*Chronological Age*

Four months was the average time between pre and post-testing.

*Grade*

Grade in school remained constant.

*Mental Age*

A gain of seven months is seen from pre to post-testing. The significance of this increase must be measured against past rate of growth. Since the average chronological age of students was 15-10 and the average mental age was 11-10 on pre-test, there is a four year lag in growth. It has taken these students 1½ years to grow one year in grade level achievement. Therefore, over a period of four months, these students would be expected to gain only three months in mental age. Instead, they gained seven months or, more than doubled their previous rate of growth.

*Reading-Decoding*

An average gain of one year was made. Of a possible 240 words, the average number right on the pre-test was 153 words. On the post-test, the average number right was 166 words. The average gain was 13 new words.

*Reading-Comprehension*

An average gain of one year was made. Of a possible 100 words, the average number right on the pre-test was 59. On the post-test, the average number right was 65 words. The average gain was 6 new words.

*Phonics-Consonants*

Of a possible 18 correct, the post-test average indicated a gain of 1, or from 16 to 17. Of the total pre-test group, 44% of the students knew all 18 consonants. By post-testing time, 52% of the students knew all 18 consonants.

*Phonics-Blends*

On the pre-test, only 21% of the students knew all 19 blends. By post-testing time, 31% of this same group knew all 19 blends. The average gain was 4, or from 10 to 14 blends.

*Phonics-Rhyming Words*

While there was no gain in the number of rhyming words learned from pre to post-testing, it should be noted that at the time of pre-testing, only 68% of the students knew all 8 rhyming words. At post-testing, 79% of this same group knew all 8 words.

*Self-Concept*

While the average score stayed within the acceptable range at the time of post-testing, it still increased by 5 points. The more significant changes were in the size of the group scoring within the acceptable range. At the time of post-testing, 19% more or 62% fell into the acceptable range. This is a move up of 11% from the below acceptable range. Only 13% of the students scored above the acceptable range, or in the "faking" range at the time of post-testing.

PRE-POST DIFFERENCES ON SELF-CONCEPT

| RANGE | PRE | POST | DIFFERENCE |
|---|---|---|---|
| Below Acceptable | 36% | 25% | 11% decrease |
| Acceptable | 43% | 62% | 19% increase |
| Above or Faking | 21% | 13% | 8% decrease |

*I Am A Good Reader*

At the time of post-testing, 12% more of the students answered yes to this statement than at the time of pre-testing.

*I Like Paperbacks*

Twelve percent more students liked paperbacks "a lot" at the time of post-testing than at the time of pre-testing.

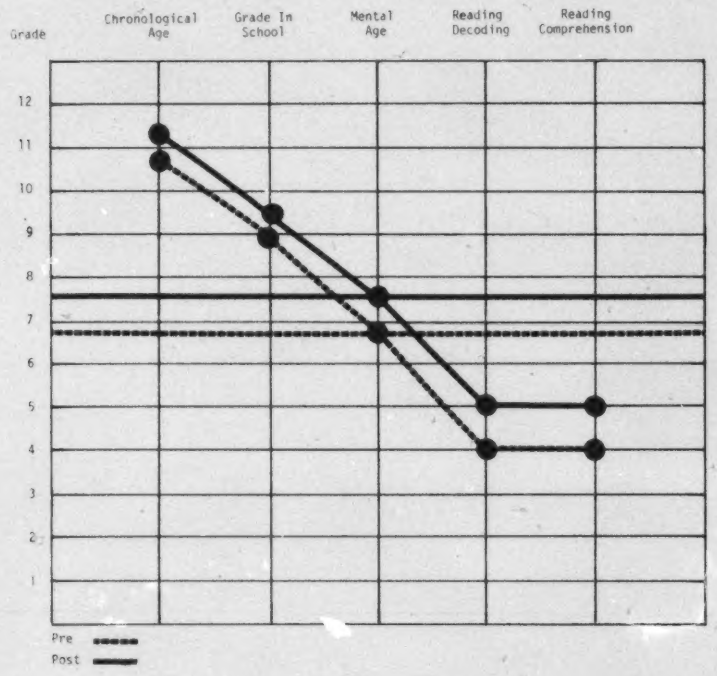
**Summary of the Testing Component**

Considering that Project READ is a training effort, not a research one, the data presented herein are noteworthy. While there were few controls placed on the treatment (teaching techniques used between pre and post-testing) between pre and post-testing, there were significant increases in scores. With an average of four months between testing periods, a group of over 2,400 juveniles increased their reading abilities, mental ages, self-concept, and more importantly, their desire to read. Results of these findings are evidence that juvenile offenders can be motivated to want to learn to read, and that improved teaching techniques can make a difference.

Implications from these data for further work in the area of improved literacy programs for juvenile offenders might be:

1. Providing in-service programs for teachers on how to improve the literacy levels of juvenile offenders.
2. Providing paperback books and functional reading programs in all areas of the school curriculum, including vocational studies and fine arts.
3. Increasing the number of titles of paperback books per student.
4. Designing reinforcement games and activities that focus on consonants and consonant blends.
5. Providing for sustained silent reading periods every day and on a school-wide basis.

**Pre Post Scores on 2,463 Students**



## PAPERBACK BOOK DATA

As described on page 2, the paperback book component of Project READ was designed to place uncensored, self-selected books of varying degrees of reading difficulty in the hands of juvenile offenders. No controls were enforced on placement of these books within the institution, although it was strongly recommended that they not be catalogued in the library. In some institutions, the entire school population had access to the books, in others, accessibility was limited to those students who participated in the testing program.

The major objective of the paperback book component was to make reading a reality—a pleasurable experience—and, an experience that could be associated with success. Each student selected two paperback books that remained in his possession until he wanted a third. At that point in time, he had to "trade in" one of the two original books. This trade system kept books circulating freely yet allowed a student to feel he had possession of something he really wanted. No penalties were placed on students who traded in books without completing them, for quite often the selection was made on impulse or attractiveness of the front cover. Many schools permitted the paperbacks to travel with the students—to dorms, dining areas, etc. A tour of an institution receiving books from Project READ might reveal paperbacks on beds, kitchen countertops, interfaith centers, in gymnasiums, recreation rooms, and infirmaries, as well as the back pocket of jeans. For some students, having a paperback book to call his own was a "first." Surprisingly, few books were lost with the students themselves initiating book collection devices. Upon their release from an institution, many young people got to take their favorite book(s) home.

### Book Distribution

Paperback book order forms were sent to each teacher representative, along with two identical copies of the bibliography. One copy was for students, the other for the teacher. Once both students and teacher came to a joint decision on which books would be ordered, the form was completed, and returned to the Project office. Before an order was filled and shipped to a school by the Ludington News Company, a Project READ staff member checked the order for accuracy and to record the types of books ordered. One major stipulation was placed on ordering: No more than five copies of any one title could be ordered, with the exception being dictionaries. The reason for this stipulation was to allow as many titles as possible to circulate among the students. Since there were two separate ordering periods, approximately three months apart, a title that was really popular could be re-ordered. During the second ordering period, new titles were added to the bibliography as a result of student requests.

### Allocation of Paperback Monies

To provide for as many titles per student as funding would allow, the following system was designed. The 148 schools were divided into three categories based on their populations. Schools in Category A having populations between 8 and 45 students were allocated $200 each. Category B schools having populations ranging from 46 to 230 students received $330 each. Schools with populations ranging from 231 to 850 students fell into Category C, and received between $350 to $1,400 each. Slightly more than half the money was allocated for the first book order, and the remaining money for the second order.

Total student population represented by these 148 schools is approximately 20,676. With $53,000 allocated for paperback books, a grand total of 60,286 books was distributed, an average of three (3) books per student.

### Best Sellers

A list of the 50 titles most frequently selected by the students in the 148 institutions follows. This list represents books made popular through television and movies, as well as books relatively unknown to the general public. More importantly, the list represents reading difficulties ranging from very low level to very high level. The selections herein are proof that poor readers *can* and *will* read books that are far above their "tested abilities" *when they are motivated* to do so. These students were indeed motivated.

**TOP 50 BOOK LIST**

| | | |
|---|---|---|
| 1. | Go Ask Alice | Avon |
| 2. | Soul Brothers and Sister Lou | Avon |
| 3. | Brian's Song | Bantam |
| 4. | Runaway's Diary | Archway |
| 5. | Sarah T: Portriat of a Teenage Alcoholic | Ballantine |
| 6. | Guinness Book of World Records | Bantam |
| 7. | Jaws | Bantam |
| 8. | Cool Cat | Dell |
| 9. | Ripley's Believe It or Not | Pocket |
| 10. | Teacup Full of Roses | Avon |
| 11. | Legend of Bruce Lee | Archway |
| 12. | Run Softly, Go Fast | Bantam |
| 13. | A Hero Ain't Nothin' But A Sandwich | Avon |
| 14. | Love and Sex in Plain Language | Bantam |
| 15. | Big Foot | Bantam |
| 16. | Harlem Summer | Berkley |
| 17. | The Godfather | Fawcett |
| 18. | Planet of the Apes | NAL |

| | | |
|---|---|---|
| 19. | Guinness Sports Record Book | Bantam |
| 20. | Sex: Telling It Straight | Bantam |
| 21. | Nobody Waved Goodbye | Bantam |
| 22. | In Prison | NAL |
| 23. | The Outsiders | Dell |
| 24. | Ali | Tempo |
| 25. | The Devil's Shadow | Archway |
| 26. | Durango Street | Dell |
| 27. | It Pays to Increase Your Word Power | Bantam |
| 28. | Mom, the Wolfman and Me | Avon |
| 29. | When the Legends Die | Bantam |
| 30. | Count Me Gone | Archway |
| 31. | One Flew Over the Cuckoo's Nest | NAL |
| 32. | Manchild in the Promised Land | NAL |
| 33. | Don't Look and It Won't Hurt | Avon |
| 34. | Escape to Witch Mountain | Archway |
| 35. | Adventures of the Negro Cowboys | Bantam |
| 36. | Complete Book of Self-Defense | Bantam |
| 37. | Pictures for Writing | Bantam |
| 38. | Tuned Out | Dell |
| 39. | Black Boy | Harper/Row |
| 40. | Tomboy | Bantam |
| 41. | Alive: The Story of the Andes Survivors | Avon |
| 42. | I Never Loved Your Mind | Bantam |
| 43. | That Was Then, This Is Now | Dell |
| 44. | My Darling, My Hamburger | Bantam |
| 45. | Serpico | Bantam |
| 46. | Freedom Road | Bantam |
| 47. | Hot Rod | Bantam |
| 48. | Ten Short Plays | Dell |
| 49. | Ode to Billy Joe | Dell |
| 50. | Thorndike-Barnhardt Dictionary | Bantam |

**Favorite Categories**

High interest, low reading level books, depicting adolescent problems were selected most frequently. Bibliographies of modern day heroes and heroines were selected as well as books on self-improvement. It is interesting to note that 745 dictionaries were purchased for personal usage. While television and motion pictures have been blamed by many authorities for the decline of reading in American families, they have apparently introduced a number of reading topics to the juvenile offender population. Among these topics are the serialized books based on *James Bond*, the *Six Millon Dollar Man*, and *Alfred Hitchcock*. Many single titles were read after a television production of the same had been aired.

For many students selecting a paperback book was a new and difficult experience the first few times. Until students read, or learned from others about new titles, they were lost in the selection process. Hopefully, the top 50 list of books included herein will provide a beginning for students who ask for help in selecting titles.

**COORDINATION AND COOPERATION**

Members of the Project READ staff have served as speakers and/or participants in conferences and programs throughout the year. These efforts have helped to strengthen the cause for improved literacy programs in correctional institutions. Following are some of these efforts:

- — Speaking to "Alternatives to Public School Teaching" at Western Maryland College and the University of Maryland.
- — Conducting workshops on "Motivating the Reluctant Reader" at Jersey City State College, the University of Southern Mississippi, Western Maryland College, and the International Reading Association's National Conference.
- — Presenting a description of educational programs available in juvenile correctional institutions to: the Maryland Higher Education Reading Association and the Georgetown Visitation Preparatory School.
- — Serving on the Board of Directors of: The Education Commission of the States Corrections Project and the College Reading Association.
- — Presenting the objectives and findings of Project READ to: The Educational Paperback Association and the American Association of Publishers.

**Additional Services**

The Project staff provided two distinct services to participating schools. *Read Resources*, a newsletter provided teachers with sample teaching lessons, free and/or inexpensive teaching aids, and noteworthy articles. Additionally, a "hot-line" from teacher representatives to the Project office allowed designated teachers to call collect for diagnostic information, help with remediation and assistance in preparation of paperback book orders. Over 100 such calls were taken each month. A poster depicting functional reading items was designed and distributed by the Project. Each student who participated in the testing program received a poster for his efforts.

**Project Support**

A number of organizations have contributed to the support and causes of Project READ.

1. The National Home Library Foundation contributed $5,000 for the purchase of paperback books.
2. The New American Library Publishing Company contributed all paperback books that were exhibited by them at various conferences throughout the country. As a result, thousands of additional paperbacks

were available in the schools served by Project READ

3. All books that were purchased by the Project were distributed free by the Ludington News Company of Detroit, Michigan. Over 60,000 paperback books were delivered free as far as Alaska and Hawaii.
4. The National Right To Read office of the Department of Health, Education, and Welfare awarded Project READ a Certificate of Recognition for "outstanding contributions to the development of literacy in the United States."

## SUMMARY

Project READ has achieved its first year objectives of training teachers in juvenile training schools in the area of reading diagnosis and remediation, and in providing free paperback books to the young people incarcerated in these training schools. A total of 148 training schools representing 47 states and the District of Columbia received assistance from the Project. More than 60,000 paperback books were distributed among the student population. A diagnostic program permitted teachers to assess the strengths and weaknesses of their students. Teaching techniques including the Language Experience Approach to reading, designing functional reading packets, teaching to strengths, and sustained silent reading were used to help improve the literacy levels of incarcerated juveniles. In a four-month period, an average reading gain of one year was seen; along with a seven-month gain in mental age, as well as an improvement in self-concept and in reading enjoyment. Results of these findings indicate that juvenile offenders can be motivated to want to learn to read; can improve their reading ability; and that improved teaching techniques can make a difference.

## FOOTNOTES

[1]Clearinghouse for Offender Literacy, Final Report 1974-75, American Bar Association, Washington, D.C.

[2]*Hooked on Books*, Daniel Fader, Berkley Publishing Corporation, New York, 1966.

[3]*Focusing on the Strengths of Children*, Linda Gambrell and Robert M. Wilson, Fearon Publishers, California, 1974.

## APPENDICES

### Diagnostic Test Descriptions

*Peabody Picture Vocabulary Test*, American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

The PPVT is designed to provide an estimate of a student's verbal intelligence through measuring his hearing vocabulary. No reading is required of the examinee, and the test can be given to anyone between 2 and 18 years who is able to hear words, see drawings, and can indicate a "yes" or "no" answer. While the test takes only ten to fifteen minutes to administer, the scoring is completely objective, and pre-post forms are available. The scores yield both a mental age level and Intelligence Quotient. With the mental age score converted to a grade level, a learning potential for verbal intelligence can be arrived at.

*Piers Harris Self-Concept Scale*, Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee 37212.

This scale has 80 statements to be answered with a yes or no. It is a self-report instrument which can be read by the student or by the teacher to the student. The scale contains six factors including Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness, and Satisfaction.

*Botel Reading Inventory*, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607.

A. Word Recognition Test. A series of word lists ranging from pre-primer to fourth grade. Each word list contains 20 words that the student must read instantly and accurately. This test does not check word meaning, merely decoding. An additional set of words from fifth grade thru twelfth grade was supplied by the Reading Center, University of Maryland.

B. Word Opposites Test. Consists of ten graded lists of words from first grade level thru twelfth grade. The object of the test is to have a student find the opposite of a word in a set of four words. The yield is a comprehension predictor indicating the reading level a student can work at most comfortably.

C. Phonics Test. Only three secetions of this test were administered. The consonant and consonant blends sections enables a teacher to identify the soundletter pattern relationships that a student knows. The rhyming word section provides four written words which the student must provide rhyming counterparts for. Both vowel knowledge and initial consonant substitution are needed for this task.

**Teacher's Pre-Workshop Assessment**

For each of the following questions please circle the letter corresponding to the most appropriate response.

1. When starting a handicapped reader in a remedial program, the teacher should start with the student's:
   a. most serious weakness
   b. least serious weakness
   c. strength
   d. skill in word attack
   e. skill in comprehension

2. Which of the following is an important principle of remediation of reading difficulties:
   a. Remediation should strive to make the student feel immediate success.
   b. Remediation should strive to make the student aware of his serious weakness.
   c. Remediation must incorporate extensive isolated drill.
   d. Remediation must be conducted in a meaningful classroom situation.
   e. Remediation can be started only after a complete diagnosis.

3. Mrs. Chang has five students who are in the sixth grade but reading at a second grade level. She has decided to use the language experience approach with them. *Evaluate* her decision:
   a. It is likely to be unsuccessful since the language experience approach is used only with beginning readers.
   b. It is likely to be successful since the reading materials used in the approach have been prepared by authorities in remedial reading.
   c. It is likely to be successful since the students will have an opportunity to express their ideas and interests.
   d. It is likely to be unsuccessful since there can be no structured phonics program in the approach.

4. Which of the following methods of teaching reading stresses seeking, self-selection, and self-pacing:
   a. basal reader
   b. linguistic
   c. individualized
   d. language experience
   e. programmed

5. Which of the following is not a characteristic of individualized reading:
   a. individualized conferences
   b. interest grouping
   c. skill grouping
   d. little teacher involvement
   e. self-selection of materials

6. Which of the following statements is *not* a characteristic of the language experience approach:
   a. gets a student's speech into print
   b. reinforces comprehension skills
   c. reinforces word attack skills
   d. keeps all students at the same level of instruction
   e. works best with small groups

7. The key to the number of syllables in a word is:
   a. the number of vowels in the word
   b. the number of single consonants in the word
   c. the number of vowel sounds in the word
   d. the number of double vowels in the word
   e. the number of paired consonants in the word

8. Which of the following nonsense words contains a visual clue to a long vowel sound:
   a. ditchot
   b. ikin
   c. opset
   d. viret
   e. spege

9. The following errors in reading:

   bit for bet
   hat for hot
   hug for hog

   would best be classified as:
   a. initial vowel substitution
   b. medial vowel substitution
   c. no word attack system
   d. not knowing e and o in a medial position
   e. not knowing i, a, and u in a medial position

10. I use paperback books in the classroom:
    a. all the time
    b. some of the time
    c. not at all

11. In my classroom reading skills are taught:
    a. through a basal reader
    b. through language experience skill groups
    c. through individualized reading skill groups
    d. through a published program such as SRA, EDL, Random House, etc.
    e. other (specify) _____

**Student Data Collection Chart**

SCHOOL _____ STATE _____ DATE _____

TEACHER REP. _____ AVERAGE SCHOOL POPULATION, SEPT. 76 _____

| NAMES | C.A. | Gr. | PEABODY | | BOTEL INVENTORY | | | | | | | PIERS-HARRIS | | PAPERBACK RESPONSE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M.A. | Raw Score | Wd. Rec. | | Wd. Opp. | | Phonics No. Right | | | Total Score | Item # 70 | |
| | | | | | Score | No. Right | Score | No. Right | C | BL | Rhy | | | |
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## PAPERBACK BOOK BIBLIOGRAPHY

### ACE

Nine Months To Go

### ARCHWAY

Across the Tracks
Alvin Fernald, Foreign Trader
Alvin Fernald, Mayor for a Day
America's First Trained Nurse: Linda Richards
Arthur Ashe: Tennis Champion
Baseball Talk
Basketball Talk
Basil & the Pygmy Cats
Basil of Baker Street
Best Friend
Big Blue Island
Big Mutt
Black Stone Knife
Bowling Talk
Boys Book of Biking
Buffalo Kill
Captain of the Planter: Story of Robert Smalls
Catch that Pass
Cauldron of Witches: Story of Witchcraft
Cave of Danger
Children of the Resistance
Come on Seabiscuit
Count Me Gone
Crossroads for Chela
Curious Clubhouse
Danny Dunn and the Smallifying Machine
Danger at Loud Lake
Detour for Meg
Devil's Shadow: Story of Witchcraft in Massachusetts
Diary of a Frantic Kid Sister
Don't Take Teddy
Dr. George Washington Carver: Scientist
Encyclopedia Brown Shows the Way
Encyclopedia Brown Tracks Them Down
Escape to Witch Mountain
Fly By Night
Football Talk
Georgina and the Dragon
Gertrude Kloppenberg (Private)
Ghosts
Ghost of Five Owl Farm
Ghost of Grannock Moor
Ghost Next Door
Gift of Gold
Gift of Magic
Glass Room
Good Greenwood
Growing Up in a Hurry
Harriet Tubman: Conductor of the Underground Railroad
Haunted Summer
Head on Her Shoulders
Henry 3
Hold Fast to Your Dreams
House at 12 Rose Street
House of 30 Cats
How Many Miles to Babylon
Inway Investigators
Ironhead
Jackie Robinson of the Brooklyn Dodgers
Jenny
Jim Thorpe Story: America's Greatest Athlete
Joel is the Youngest
Johnny Bingo
Junior Miss
Just Dial A Number
Just Morgan
Kildee House
Light a Single Candle
Little Rhody
Little Vic
Long Shot
Man Against the Elements: Adolphos W. Greely
Maple Street
Marco Polo
Martin Luther King: The Peaceful Warrior
Matthew Looney and Space Pirates
Me and Fat Glenda
Meet Sandy Smith
Melindy's Medal
Mighty Hard Road: Story of Cesar Chavez
Mine for Keeps
Miss Osborne the Mop
Mysterious Bender Bones
National Velvet
Next Door to Xanadu
Oh, Lizzie: The Life of Elizabeth Cady Stanton
Phanton of Walkaway Hill
Phyllis Wheatley
Present from Rosita
Reggie's No Good Bird
Rock and the Willow
Runaway's Diary
Run Westy Run
Sea Monsters
Secret of Crossbone Hill
Secret of Grandfather's Diary
Secret of the Indian Mound
Serilda's Star
She Wanted to Read: Story of Mary McLeod Bethune
Shirley Chisholm
Silent Storm
Soupbone
Spell is Cast
Spider Plant
Story of Phyllis Wheatley
Story of Ty Cobb: Baseball's Greatest Player
Strange Intruder
Street of the Flower Boxes
Tall and Proud
Terrible Churnadryne
Think Wild
Today I Am a Ham
Veronica Ganz
Victory Drum
Where Does the Summer Go?
Where Tomorrow?
White Water, Still Water
Wings Over Alaska
Willy Wong: American
Year That Mom Won the Penant
Young Ike
Yoga for Young People
The Legend of Bruce Lee

### ATHENEUM

Mrs. Frisby and the Rats of Nimh

### AVON

Black History: Lost, Stolen, or Strayed
Big Handup
Brother
Call It Sleep
Cay
Daybreak
Dietrich
Disinherited: Lost Birthright of the American Indian
Don't Look and It Won't Hurt
Dreamland Lake
Fireweed
Fog Comes on Little Pig Feet
Foundation
Foundation and Empire
Glory Tent
Go Ask Alice
Hero Ain't Nothin' But a Sandwich
Homecoming
House of Stairs
It's Not What You Expect
Jonathan Livingston Seagull
Landlord
Lions in the Way
Listen for the Fig Tree
Male and Female Under 13
Mary Dove
Me Nobody Knows
Medicine Man's Daughter
Mom, the Wolfman, and Me
My Lord, What A Morning
No Easy Circle
One Summer In Between
Owl's Song
Please Don't Go
Rascal
Representing Superdoll
Rights of Students: An ACLU Handbook
Second Foundation
Sleep Two, Three, Four
Soul Brothers and Sister Lou
Steal Away Home
Taking Sides
Teacup Full of Roses
Through a Brief Darkness
Unbought and Unbossed
Why Me? The Story of Jenny
Wild in the World
You Would If You Loved Me
Never Leave Me
Strawberry Statement
America, the Raped
The Coming Age of Solar Energy
Dorothy Thompson: A Legend in Her Time
Island at the Top of the World
The Mystery of Atlantis
Christy
Dollmaker
Alive: Story of the Andes Survivors
Rites of Passage
Notes of a Processed Brother
All God's Dangers: Life of Nate Shaw

### BALLANTINE

Bears and I
Chessmen of Mars
Earthlight
Expedition to Earth
Fahrenheit 451
Farmer in the Sky
Fighting Man of Mars
Geronimo: His Own Story
Gods of Mars
John Carter of Mars
Llana of Gathol
Master Mind of Mars
On the Beach
Princess of Mars
Reach for Tomorrow

Sarah T: Portrait of a Teenage Alcoholic
Starman Jones
Star Trek Log One
Star Trek Log Two
Star Trek Log Four
Swords of Mars
Synthetic Men of Mars
Thuvia, Maid of Mars
Unique Collection of Indian Tales
Warlord of Mars
The Living Sea
Clive, Inside the Record Business
Tarzen of the Apes
Adventures of Sherlock Holmes' Smarter Brother
Book of the Hopi
Hell's Angels
Star Trek Log Three

## BANTAM

Adventures of Huckleberry Finn
Adventures of the Negro Cowboys
Adventures of Tom Sawyer
Africa, Yesterday and Today
Algiers Motel Incident
April Morning
Autobiography of Miss Jane Pittman
Baseball's Hall of Fame
Baseball's Unforgettables
Basketball: Great Teams, Great Men, Great Moments
Bell for Adano
Bikes
Black American Experience
Black Pride: A People's Struggle
Black Rage
Bonnie Jo, Go Home
Book of Kung Fu and Tai Chi
Boys and Girls Book About Divorce
Brian's Song
Call of the Wild/White Fang
Cannery Row
Can't You Hear Me Talking to You
Catcher in the Rye
Cheaper by the Dozen
Chicano Cruz
Child Buyer
Color of Man
Complete Book of Auto Racing
Complete Book of Aikido and Holds and Locks
Complete Book of Jukado Self Defense
Complete Book of Karate
Complete Book of Self Defense
Complete Book of Judo
Contender
Cornbread, Earl and Me
Crash Club
Dandelion Wine
Dave's Song
Devils and Dem ons
Easy Motorcycle Riding
Effect of Gamma Rays on Man in the Moon Marigolds
Ellen: A Short Life Long Remembered
Fantastic Voyage
Flowers for Algernon (Charly)
Football's Unforgettables
Forever Free
Frankenstein
Freedom Road
Friends
Gather Together in My Name
Girls of Huntington House
Golden Apples of the Sun
Goodbye Mr. Chips
Great Moments in Pro Hockey
Great White Hope
Guinness Book of World Records
Guinness Sports Record Book
Halloween Tree
Hatter Fox
Heart is a Lonely Hunter
Hog Butcher
Hot Rod
I Am Third
Illustrated Man
Incredible Athletic Feats
Incredible Journey
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Inn of the Sixth Happiness
In the Heat of the Night
Ishi, Last of His Tribe
I Sing the Body Electric
It Pays to Increase Your Word Power
It's Not the End of the World
Jeremy
Joy in the Morning
Just Give Me a Cool Drink of Water 'Fore I Die
Light in the Forest
Little Britches
Living Free
Love and Sex in Plain Language
Machineries of Joy
Man Without a Face
Martian Chronicles
Medicine for Melancholy
Member of the Wedding
Miracle Worker
More Stories from the Twilight Zone
Mouse That Roared
My Darling, My Hamburger
Mysterious Island
Negro Pilgrimage in America
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Night Gallery
Night Gallery II
Nilda
Nobody Waved Goodbye
Notes From a Native Son
Of Mice and Men
On City Streets
Ossie: Autobiography of a Black Woman
Ox: The Story of a Kid at the Top
Pearl
Phoebe
Pictures for Writing
Poetry of Soul
Puddnhead Wilson
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Road Rocket
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S is for Space
Single Light
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Street Rod
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Ten Times Black
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Where Do We Go From Here?
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You Can't Get There From Here
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Johnny Got His Gun
Airport
Hotel
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The Harrad Experiment
Valley of the Dolls
The Love Machine
Everynight Josephine
Jaws
The Naked Children
Ragtime
The Eden Express
I Know Why the Caged Bird Sings
No Time for Love
The Great Train Robbery
King of the Gypsies
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Notes to Myself
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Anne of Green Gables
Anne of Avonlea
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El Bronx Remembered
New York City, Too Far From Tampa Blues
Chloris and the Freaks
Among the Elephants
Naomi
Weakfoot
The Wind's Twelve Quarters
The American Way of Laughing
Dove
Where the Red Fern Grows
Desert Dog
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The Lives of a Cell: Notes of a Biology Watcher
Bigfoot
Big Red
Breaking It Up: Best Routines of Stand Up Comics
Gentle Tamers: Women of the Old West
Serpico
Memoirs of an Ex-Prom Queen
Tuck Everlasting
Dragon, Dragon and Other Tales
Being There
The Thanksgiving Treasure
The House Without a Christmas Tree
The Call of the Wild and Other Stories
A Wild Thing
Nobody Else Will Listen
The Bell Jar
Tomfoolery, Trickery and Foolery with Words
A Country of Strangers
A Woman Named Solitude
Zen and the Art of Motorcycle Maintenance
The Golden Notebook

## BERKLEY

Accent on April
All About Bikes and Bicycling

Angel on Skis
Beany Has a Secret Life
Black Tiger
Black Tiger at Le Mans
Boy Next Door
Boy Trouble
Cap for Mary Ellis
Casebook of Sherlock Holmes
Class Ring
Cross My Heart
Date for Diane
Day of the Drag Race
Diane's New Love
Dinny Gordon: Freshman
Dinny Gordon: Sophomore
Dinny Gordon: Junior
Double Date
Double Feature
Double Wedding
Drag Race Driver
Drag Strip
Drop Out
End of Innocence
Escape From Nowhere
First Men in the Moon
Food of the Gods
Geronimo
Ghost and Things
Girl Inside
Go Up For Glory
Harlem Summer
In the Days of the Comet
Invisible Man
Island of Dr. Moreau
It Could Happen to Anyone
A Man for Marcy
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Marsha
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Mrs. Mike
Most Dangerous Game
My Sister Mike
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Passport to Romance
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Real Thing
Return of Sherlock Holmes
Scarlet Sail
Senior Prom
Showboat Summer
Showdown at Little Big Horn
Singer and the Summer Song
6 on Easy Street
Something Foolish, Something Gay
Speedway Challenge
Starship Troopers
Steve McQueen: Star on Wheels
Study in Scarlet and the Sign of the Four
Thunder Road
Time for Tenderness
Time Machine
Tomorrow, the Stars
Trish
Twelve Cylinder Screamer
War of the Worlds
Wedding in the Family
Andromeda Gun
Stranger in a Strange Land
Shark Attack

## CAMELOT

Beyond the Paw Paw Trees
Boss Cat
Bread and Butter Indian
Cockleburr Quarters
Drop Dead
18th Emergency
Finn Family Moomintroll
Higher Than the Arrow
Horse That Played Center Field
How the Children Stopped the Wars
Incredible Detectives
Knee-Knock Rise
Linnets and Valerians
Matthew Looney and the Space Pirates
Matthew Looney in the Outback
Matthew Looney's Invasion of the Earth
Matthew Looney's Voyage to the Earth
Moki
My Dad Lives in a Downtown Hotel
Mystery of the Fog Man
No Flying in the House
Resident Witch
Riff, Remember
Search For Delicious
Shades
Sidewalk Story
Silver Nutmeg
Time Cat
Troublemaker
Windmill Summer
Witch Who Saved Halloween
Year in the Life of Rosie Bernard
The Boy Who Can Fly

## COLLIER

Baby Island
Beyond the Burning Lands
Black on Black
Billy and Blaze
Blind Connemara
City of Gold and Lead
Blues in the Woods
Elisabeth and the Marsh Mystery
Guardians
Haunted House
Horse Came Running
House of Dies Drea
I Am the Darker Brother
It's Magic?
Key to the Treasure
Little Leftover Witch
Lotus Caves
Pony Called Lightning
Pool of Fire
Prince in Waiting
Silver Chair
Space Ship Returns to the Apple Tree
Space Ship Under the Apple Tree
Three Seated Space Ship
White Mountains
Winter Cottage
Women Who Shaped History
Zeely
New American Bible

## CROWELL

Baby Starts to Grow
Bigger and Smaller
Birds Eat and Eat and Eat
Cesar Chavez
Circles
Drop of Blood
Estimation
Fannie Lou Hamer
Fractions Are Parts of Things
Gordon Parks
How A Seed Grows
How You Talk
It's Nesting Time
Jackie Robinson
Jim Thorpe
Ladybug, Ladybug, Fly Away Home
Leonard Bernstein
Malcolm X
Mayo Brothers
My Visit to the Dinosaurs
Odds and Evens
Oxygen Keeps You Alive
Ringling Brothers
Straight Hair, Curly Hair
Straight Lines, Parallel Lines, Perpendicular Lines
Tree Is a Plant
Use Your Brain
Water for Dinosaurs and You
Weighing and Balancing
What I Like About Toads
What Is Symmetry?
What the Moon Is Like
Wilt Chamberlain
Your Skin and Mine

## DELL

Abraham Lincoln
Adventures of Tom Sawyer
Amelia Earhart
American Heritage Book of Indians
American Heritage Dictionary
Amos Fortune: Free Man
Anchor Man
Andromeda Strain
Animal Stories
Ann Aurelia and Dorothy
Are You There God? It's Me, Margaret
Bad Seed
Ben and Me
Benjamin Franklin
Better Than Laughter
Black Out Loud: Modern Poems by Black Americans
Blowfish Live in the Sea
Blue Ridge Billy
Blues for Mr. Charlie
Brian Piccolo: A Short Season
Brothers and Sisters: Modern Stories by Black Americans
Bow Island
Boy Who Could Make Himself Disappear
Boys and Sex
Calico Bush
Call Me Charley
Canalboat to Freedom
Captured by the Mohawks
Case of the Elevator Duck
Cat Ate My Gymsuit
Catch A Killer
Cat's Cradle
Cesar Chavez: Man of Courage
Charlie Dick
Charlie Starts From Scratch
Chief
Chief Joseph: Guardian of His People
Chloris and the Creeps
Chocolate War
Choosing A College
Chucklebait
Constance
Cool Cat
Correct Spelling Made Easy
Day No Pigs Would Die
Dead End School
Deenie
Dinky Hocker Shoots Smack
Dog on Barkham Street
Dog Named Wolf
Don't Play Dead Before You Have To
Dream of the Blue Heron
Durango Street
Edge of Two Worlds
Eleanor Roosevelt
Empty Schoolhouse
Facts of Love and Marriage for Young People
Fail Safe
Figure of Speech
Fire Next Time
First Person Singular
Florence Nightingale
Fog
Fool Killer
Forever Island

Frederick Douglass
Friend Within the Gates: Nurse Edith Cavell
Frogmen
From the Mixed Up Files of Mrs. Basil E. Frankweiler
Fullback Fury
George Washington
George Washington Carver
Getting With Politics: A Guide to Political Action for Young People
Giovanni's Room
Girls and Sex
Good Luck Arizona Man
Good Luck Bogie Hat
Going to Meet the Man
Go Tell It on the Mountain
Grass Pipe
Great American Short Biographies
Great Science Fiction Stories
Great Sports Reporting
Great Stories of Sherlock Holmes
Great Television Plays
Green Flash
Green Grass of Wyoming
Guy Lenny
Harriet Tubman: Guide to Freedom
Hayburners
Helen Keller
Henry Reed's Babysitting Service
Hey, Dummy
His Own Where
Home Free
Hound of the Baskervilles
How to Eat Fried Worms
If I Love You, Am I Trapped Forever?
I Heard the Owl Call My Name
I'll Get There, It Better Be Worth the Trip
I'm Really Dragged Out But Nothing Gets Me Down
In a Mirror
Incident at Hawk's Hill
In Search of Common Ground
In the Country of Ourselves
Isabelle, the Itch
Island of the Blue Dolphins
Is There a Life After Graduation, Henry Birnbaum?
I, Trissy
I Was a 98 Pound Duckling
I Will Go Barefoot All Summer for You
Jake
Jane Emily
Jazz Country
Jesus Song
John F. Kennedy
Johnny Tremain
J. T.
Karen
Last Picture Show
Leap Before You Look
Leo, the Lioness
Long After Summer
Long Black Coat
Long Day in November
Long Journey Home: Stories From Black History
Look and Learn English
Look and Learn French
Look and Learn German
Look and Learn Italian
Look and Learn Spanish
Louis Armstrong: Ambassador Satchmo
Make Your Own Gifts
Marassa and Midnight
Maria Tallchief: American Ballerina
Martin Luther King, Jr.
Marv
Me and My Little Brain
Metric Now; Why and How We Are Going Metric
Millie's Boy
Mirror for Witches
More Adventures of the Great Brain
Mr. Revere and I
My Friend Flicka
My Name is Aram
Mystery of the Fat Cat
Mystery of the Witch Who Wouldn't
Nevery Cry Wolf
New Ways to Greater Word Power
Nightbirds on Nantucket
Night Daddy
Nitty Gritty
Nobody Knows My Name
No More Trains to Tottenville
On Two Wheels
Orphans of the Wind
Outnumbered
Outsiders
Out There
People of the Dream
Peter Pan Bag
Pigman
Pistol
Prime of Miss Jean Brodie
Racism
Rap on Race
Red Fox
Remove Protective Coating a Little at a Time
Riders of the Pony Express
Robert F. Kennedy
Roberto Clemente: Batting King
Sam Houston
Saving Face
Secret of the Sachem's Tree
Sinbad and Me
Sitting Bull: Great Sioux Chief
Sing Down the Moon
Skating Rink
Skinny
Slaughterhouse Five
Slave Dancer
Snow Bound: A Story of Raw Survival
Somebody's Angel Child: The Story of Bessie Smith
Sophia Scrooby Preserved
SOS Bobomobile
Soul on Ice
Speak Every Day Spanish
Spirit of Jem
Sticks and Stones
Story of My Life
Stranger on the Ball Club
Sword in the Stone
Summer Before
Summer of '42
Tales Out of School
Teenage Jobs
Ten Short Plays
Terrible Temptation
That Was Then, This Is Now
Then Again, Maybe I Won't
These Were the Sioux
They'll Never Make a Movie Starring Me
Thirty-One Brothers and Sisters
This Child's Gonna Live
This Mysterious River
This Wounded Land
Thomas Alva Edison
Times they Used To Be
Timothy and Two Witches
To Be a Slave
Too Near the Sun
Troublemaker
Truth About Mary Rose
Tuned Out
Twin Spell
Tyler, Wilkin, and Skee
Underground Man
Under the Haystack
Underside of the Leaf
Unmaking of Rabbit
Up From Slavery
Venture for Freedom
Visitor
Viva Chicano
Walking Away
Walter Reed: Pioneer in Medicine
We Talk, You Listen: New Tribes, New Turf
We, Too, Belong: Anthology About Minorities in America
Why Have the Birds Stopped Singing?
Wild Wheels
William C. Handy: Father of the Blues
Wind in the Door
With Love, From Karen
Wonderful World of Horses
Word Play
Wren
Wrinkle in Time
Writing the Research and Term Paper
Year of the Raccoon
Year of the Three-Legged Deer
Zanballer
The Dark Arena
Mother Night
God Bless You, Mr. Rosewater
Player Piano
Sirens of Titan
Welcome to the Monkey House
Murder in Retrospect
13 for Luck
The Poseidon Adventure
Die Nigger Die
Fanny Hill
Pretty Maids All in a Row
Catch 22
Margaret Sanger: Pioneer of Birth Control
Sea and Earth: The Life of Rachel Carson
Points of Departure: 19 Stories of Youth & Discovery
Ode to Billy Joe
Sports Poems
Alfred Hitchcock Series
Witchcraft, Mysticism and Magic in the Black World
The Visionary Girls: Witchcraft in Salem Village
Wrapped for Eternity: Story of Egyptian Mummy
A Room Made of Windows
The Great Brain
Death is a Noun
Fair Day and Another Step Begun
The Fool Killer
Fanny Kemble's America
Tongue of Flame: Life of Lydia Maria Child
In the Trail of the Wind: American Indian Poems and Ritual Oration
Wounded Knee
Under the Mask, An Anthology About Prejudice in America
The Fourth World
Day of the Ness

## DOUBLEDAY

White Man Listen

## DUTTON

Girls Can Be Anything

## FALCON

April Morning
Call of the Wild
Choice of Weapons
Dracula
Fail Safe
From Slave to Statesman: Frederick Douglass
Go Tell It on the Mountain
Go Up For Glory
Horse's Head
I Always Wanted to Be Somebody
Karen
West Side Story

## FAWCETT

American Negro Folktales
Andy Capp Series

28

Assorted Peanuts Titles
B. C. Series
Best Quotations
Black Protest
Caves of Steel
Currents of Space
Dennis the Menace Series
Early Asimov, Book I
Earth Is Room Enough
End of Eternity
Gods Themselves
Handbook of Everyday Law
How to Study
How to Write and Speak Effective English
Hugo Winners
I, Robot
Learning Tree
Martian Way and Other Stories
McTeague
Memoirs of Chief Red Fox
More Stories From the Hugo Winners
Naked Sun
New World Beginnings
Nightfall and Other Stories
Nine Tomorrows
No Longer at Ease
On Being Black
Other Americans
Peanuts Series
Pebble in the Sky
Ring of Bright Water
Rosemary's Baby
Siege of Harlem
Stars, Like Dust
That Quail, Robert
3000 Years of Black Poetry
Ugly American
Web DuBois: The Crisis Writings
Webster's New School and Office Dictionary
Where Do We Go From Here?
Willie Mays
Wizard of Id Series
Wondermakers
Wondermakers II
The Godfather
That Great Escape
The Love and Life of Mr. Jiveass Nigger
The Voyeur
Since Silent Spring
Where Are You Going, Where Have You Been?
The Fires of Spring
Before the Golden Age
The Massacre at Fall Creek
Centennial

## GOLDEN PRESS

Animals
Astronomy
Birds
Dinosaurs
Golden Picture Dictionary
Nature Hikes
Oceanography
Reptiles and Amphibians
Rocks and Minerals
Science
Our Fifty United States

## GROVE PRESS

Black is . . .
Diary of a Harlem Schoolteacher
Lady Chatterly's Lover
American Graffiti

## HARCOURT VOYAGER

Blue Mystery
Blue Smoke
Buffalo Knife
Detectives in Togas
Emmy Keeps a Promise
Inventors Behind the Inventor
Mysterious Schoolmaster
Nickels and Dimes: Story of F. W. Woolworth
Perilous Road
Plain Girl
Robber Ghost
Science in Your Own Back Yard
Science on the Shores and Banks
Stand to Horse
Stepsister Sally
Who Rides in the Dark?
Wonders of Seeds

## HARPER & ROW

Black Boy
Brave New World
Cane
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St. Charles, Illinois 60174
(312) 584-0506
Ms. Charlene Wells, Teacher

Illinois Youth Center—Valley View
Box 376, Villa Maria Road
St. Charles, Illinois 60174
(312) 695-6080
Mr. Dave Melvin, Teacher

Illinois Youth Center—VAST
2310 East Mound Street
Decatur, Illinois 62526
(217) 877-0151
Ms. Nancy Zang, Teacher

Northern Correctional Region—The Conquest
631½ South Broadway
Aurora, Illinois 60505
(312) 859-8118
Ms. Louise Zillman, Teacher

Southern Correctional Region
10 Collinsville Avenue, Suite 102
East St. Louis, Illinois 62201
(618) 875-6277
Ms. Claudette Thomas, Teacher

INDIANA

Indiana Boys School
Box 211
Plainfield, Indiana 46168
(317) 839-7751
Ms. Deborah Downing, Teacher

Indiana Girls School
2596 Girls School Road
Indianapolis, Indiana 46224
(317) 244-3387
Ms. Cecelia Stickan, Teacher

H. Ralph Johnston Youth Community
R. R. #51, Box 487
Terre Haute, Indiana 47805
(812) 877-1561
Ms. Fran Linkenhoker, Teacher

Rockville Training Center
P. O. Box 130
Rockville, Indiana 47872
(317) 569-3178
Ms. Estelle Vermillion, Teacher

IOWA

Iowa Training School for Boys
Eldora, Iowa 50627
(515) 858-5402
Ms. Lavonne M. Shearer, Teacher

Iowa Training School for Girls
Box 100
Mitchellville, Iowa 50169
(515) 967-4236
Ms. Michele Brodeen, Librarian

KANSAS

Larned State Hospital
Box 89
Larned, Kansas 67550
(316) 285-2131
Ms. Lucerne Wooton, Teacher

Osawatomie Youth Rehabilitation Center
Box 500
Osawatomie, Kansas 66064
(913) 755-3151
Ms. Pam Smith, Teacher

Youth Center at Atchison
Box 459 North 2nd Street
Atchison, Kansas 66002
(913) 367-6590
Ms. Diane M. Liebsch, Teacher

Youth Center at Beloit
1720 North Hersey, Box 604
Beloit, Kansas 67420
(913) 738-3571
Ms. Margaret Moore, Teacher

Youth Center at Topeka
1440 N. W. Highway K-172
Topeka, Kansas 66608
(913) 296-7709
Ms. Elvera Bergsten, Teacher

KENTUCKY

Ormsby Village School
Whipps Mill Road and Le Grange
Anchorage, Kentucky 40223
(502) 581-6060
Ms. Patricia Hume, Teacher

LOUISIANA

Louisiana Training Institute—Ball
P. O. Box 68
Pineville, Louisiana 71405
(318) 640-2850
Ms. Anne C. Funderburk, Teacher

Louisiana Training Institute—New Orleans
3225 River Road
Bridge City, Louisiana 70094
(504) 340-5236
Mr. Glenn Mitchell, Teacher

MAINE

Maine Youth Center
675 Westbrook Street
South Portland, Maine 04106
(207) 772-7434
Mr. Joseph M. Connolly, Teacher

MARYLAND

Maryland Training School for Boys
2400 Cub Hill Road
Baltimore, Maryland 21234
(301) 668-3300
Ms. Elizabeth Ann Bond, Teacher

Montrose School
13700 Hanover Road
Reisterstown, Maryland 21136
(301) 833-1500
Ms. Janet Wells, Teacher

MICHIGAN

Adrian Training School
Box 218
Adrian, Michigan 49221
(517) 263-2104
Ms. Linda Quain, Teacher

Green Oaks Center
Box 518
Whitmore Lake, Michigan 48189
(313) 449-4422
Mr. Leo Barron, Teacher

W. J. Maxey School
Box 518, Community Building
Whitmore Lake, Michigan 48189
(313) 449-4422
Ms. Margo Schuttenberg, Teacher

Maurice Spear Campus
2910 Airport Road
Adrian, Michigan 49221
(517) 265-5171
Ms. Lisa Marlatt, Teacher

MINNESOTA

Hennepin County Home School
14300 County Road—67
Minnetonka, Minnesota 55343
(612) 938-7641
Mr. Donald McKee, Teacher

MISSISSIPPI

Oakley Training School
Raymond, Mississippi 39154
(601) 857-2411
Ms. Betty Tierce, Teacher

MISSOURI

Missouri Hills School
13300 Bellfontaine Road
St. Louis County, Missouri 63042
(314) 355-3811
Mr. Robert Phillips, Teacher

Missouri State Training School for Girls
Box 369, 1500 Third Street
Chillicothe, Missouri 64601
(816) 646-0567
Ms. Nadine Hall, Reading Teacher

W. E. Sears Youth Center
Route 1, Box 116
Poplar Bluff, Missouri 63901
(314) 686-1175
Ms. Holly Kingery, Teacher

Training School for Boys
East Morgan Street
Boonville, Missouri 65233
(816) 882-6521
Ms. Betty Moreland, Teacher

MONTANA

Mountain View School for Girls
Box 60, 2260 Sierra Road East
Helena, Montana 59601
(406) 458-5121
Mr. Jeff Holmes, Teacher

Pine Hills School
P. O. Box 1058
Miles City, Montana 59301
(406) 232-1377
Ms. Hazel Martenson, Teacher

Swan River Youth Forest Camp
P. O. Box 99
Swan Lake, Montana 59911
(406) 754-2292
Mr. John Addington, Teacher

NEBRASKA

Youth Development Center—Geneva
Route #1, Box 23A
Geneva, Nebraska 68361
(402) 759-3164
Ms. Norma Knoche, Teacher

Youth Development Center—Kearney
West Highway 30
Kearney, Nebraska 68847
(308) 237-3181
Ms. Nancy Garringer, Teacher

NEVADA

Nevada Girls Training Center
Box 427
Caliente, Nevada 89008
(702) 726-3181
Ms. Lynna Del Papa, Teacher

Nevada Youth Training Center
P. O. Box 469
Elko, Nevada 89801
(702) 738-7182
Mr. Areon Potter, Teacher

NEW HAMPSHIRE

New Hampshire Youth Development Center
1056 North River Road
Manchester, New Hampshire 03105
(603) 625-5471
Ms. Mary Kathryn Gagnon, Teacher

NEW JERSEY

Training School for Boys
Belle Mead-Skillman Road
County Route #13
Skillman, New Jersey 08558
(609) 466-2200
Mr. Anthony Sarlo, Teacher

Training School for Boys and Girls
Box 500, State Home Road
Jamesburg, New Jersey 08831
(201) 521-0300
Ms. Marilyn J. Galambos, Teacher

NEW MEXICO

New Mexico Boys School
P. O. Box 38
Springer, New Mexico 87747
(505) 483-2475
Mr. Juan Rodriguez, Teacher

NEW YORK

Brookwood Center
Box 265
Claverack, New York 12513
(518) 851-3211
Ms. Sylvia Johann, Teacher

Goshen Center for Boys
Drawer 90
Goshen, New York 10924
(914) 294-6158
Ms. Rosemarie Gardner, Teacher

Industry School
c/o State School
Industry, New York 14474
(716) 533-1700
Ms. Linda Owens, Teacher

South Kortright Center for Boys
Box 18
South Kortright, New York 13842
(607) 538-3211
Ms. Toni Weaver, Teacher

South Lansing Center
New York State Division for Youth
P. O. Box A, 270 Auburn Road
Lansing, New York 14882
(607) 533-4262
Ms. Nicole L. Kilgore, Teacher

Tryon School for Boys and Girls
New York State Division for Youth
Perth-Johnstown Road
Johnstown, New York 12095
(518) 762-4681
Mr. Thomas Ellis, Teacher

Warwick School for Boys
900 Kings Highway
Warwick, New York 10990
(914) 986-2291
Mr. Peter Molesky, Teacher

NORTH CAROLINA

Cameron Morrison School
Hoffman, North Carolina 28347
(919) 281-3123
Ms. Beth Blake, Teacher

C. A. Dillon School
Division of Youth Services
Butner, North Carolina 27509
(919) 575-6594
Mr. Thomas Hanchey, Guidance Counselor

Dobbs School
Kinston, North Carolina 28501
(919) 527-7044
Mr. Marvin Inman, Teacher

Juvenile Evaluation Center
Swannanoa, North Carolina 28778
(704) 686-5411
Ms. Geneva Lamb, Teacher

Samarkand Manor
Eagle Springs, North Carolina 27242
(919) 974-4144
Mr. Leroy Horsley, Teacher

NORTH DAKOTA

North Dakota Industrial School
R. R. #4
Mandan, North Dakota 58554
(701) 663-9523
Ms. LaVonne Tweedy, Teacher

OHIO

Cuyahoga Hills Boys School
4321 Green Road
Warrensville Heights, Ohio 44128
(216) 464-8200
Ms. Janice Kridler, Teacher

Fairfield School for Boys
Drawer B
Lancaster, Ohio 43130
(614) 653-4324
Mr. Louis Hacquard, Teacher

Glenview-Hillcrest School
275 West Sharon Road
Cincinnati, Ohio 45246
(513) 771-7856
Mr. Kenneth Jones and
Ms. Barbara Wilson, Teachers

Indian River School
2775 Erie Street, S. W.
Massillon, Ohio 44646
(216) 837-4211
Ms. Pauline Kirkland, Teacher

Maumee Youth Camp
Route #2, Box 331
Liberty Center, Ohio 43532
(419) 877-5395
Ms. Cynthia McMullen, Teacher

Mohican Youth Camp
P. O. Box 150, Park Road
Loudonville, Ohio 44842
(419) 994-4127
Ms. Jody Strickling, Teacher

Judge Frank W. Nicholas Residential Treatment Center
5581 Dayton Liberty Road
Dayton, Ohio 45418
(513) 225-4111
Ms. Kathy Gibson, Teacher

Riverview School for Girls
P. O. Box 50
Powell, Ohio 43065
(614) 881-5531
Ms. Leslie Eitel, Teacher

Sargus Juvenile Center
Route #1, Hammond Road
St. Clairsville, Ohio 43950
(614) 695-9750
Mr. Tim Aspenwall, Teacher

Scioto Village
Box 100
Powell, Ohio 43065
(614) 881-5531
Ms. Dorothy Hays, Teacher

Training Institution Central Ohio
2130 West Broad Street
Columbus, Ohio 43223
(614) 866-8350
Ms. Claretha Chapman, Teacher

Youth Development Center
996 Hines Hill Road
Hudson, Ohio 44236
(216) 653-5176
Mr. Larry Hart, Teacher

OKLAHOMA

Girls Town
Box 99
Tecumseh, Oklahoma 74873
(405) 598-2135
Mr. James Rutters, Teacher

Helena State School
P. O. Box 256
Helena, Oklahoma 73741
(405) 852-3221
Mr. Otho Burt Thorp, Teacher

OREGON

Hillcrest School of Oregon
2450 Strong Road, S. E.
Salem, Oregon 97310
(503) 378-5339
Ms. Kanta Luthra, Teacher

MacLaren School
Route #1, Box 37
Woodburn, Oregon 97071
(503) 981-9531
Ms. Doris Seibert, Teacher

PENNSYLVANIA

Youth Development Center
R. D. #1
Waynesburg, Pennsylvania 15345
(412) 627-8101
Ms. Lillian Potisek, Librarian

Youth Development Center
3701 Old Trevose Road
Cornwells Heights, Pennsylvania 19020
(215) 671-3252
Ms. Jeanene Anker, Teacher

Youth Development Center
151 West Luzerne Street
Philadelphia, Pennsylvania 19140
(215) 457-4250
Mr. Alfred Mazzei, Teacher

Youth Resources, Inc.
Box 1162, Federal Square Station
Harrisburg, Pennsylvania 17108
(717) 233-6566
Mr. George Colestock, Teacher

SOUTH CAROLINA

East Campus High School
5000 Broad River Road
Columbia, South Carolina 29210
(803) 758-6767
Ms. Cornelia Mayrhofer, Teacher

Willow Lane School
4650 Broad River Road
Columbia, South Carolina 29210
(803) 758-6226
Ms. Hazel W. Gault, Teacher

SOUTH DAKOTA

South Dakota State Training School
Plankinton, South Dakota 57368
(605) 942-6461
Mr. Lynn Vlasman, Teacher

TENNESSEE

Spencer Youth Center
Route #3, Stewarts Lane
Nashville, Tennessee 37218
(901) 741-4140
Ms. Ollie Gleaves, Teacher

Taft Youth Center
Route #4, Box 400
Pikeville, Tennessee 37367
(615) 881-3201
Ms. Donna Boynton, Teacher

Tennessee Youth Center
3000 Morgan Road
Joelton, Tennessee 37080
(615) 741-3188
Ms. Gwendolyn Odom, Teacher

John S. Wilder Youth Development Center
Drawer A
Somerville, Tennessee 38068
(901) 465-3624
Ms. Claudette Hence, Teacher

TEXAS

Brownwood State Home and School
P. O. Box 1267
Brownwood, Texas 76801
(915) 646-5541
Ms. Florene Currin, Teacher

Crockett State School
P. O. Box 411
Crockett, Texas 75835
(713) 544-3446
Mr. Gary Coston, Teacher

Gainesville State School
Box 677
Gainesville, Texas 76240
(817) 665-0701
Ms. Jane Dudley, Teacher

Giddings State Home
P. O. Box 600
Giddings, Texas 78942
(713) 542-3686
Ms. Iris Bohr, Teacher

Harris County Youth Village
210 J. W. Mills Drive
Seabrook, Texas 77586
(713) 334-2521
Mr. Danne Absher, Teacher

UTAH

Utah State Industrial School
200 North Washington Boulevard
Ogden, Utah 84404
(801) 393-8651
Ms. Linda Wolcott Norris, Teacher

VIRGINIA

Bon Air Learning Center
Bon Air, Virginia 23235
(804) 786-2153
Mr. Marion W. Smith, Teacher

WASHINGTON

Echo Glen Children's Center
3310 S. E. 99th Street
Snoqualamie, Washington 98065
(206) 624-6514
Ms. Mary Ann Streater, Teacher

Maple Lane School
Route #1, Box 300
Centralia, Washington 98531
(206) 273-5551
Ms. Janet Mackey, Teacher

Mission Creek Youth Camp
P. O. Box 288
Belfair, Washington 98528
(206) 275-2822
Ms. Janice Baker, Teacher

WEST VIRGINIA

West Virginia Industrial School for Boys
Route #4
Pruntytown, West Virginia 26354
(304) 265-1500
Ms. Geneva Harton, Teacher

West Virginia Industrial Home for Girls
Box 7
Industrial, West Virginia 26375
(304) 782-2371
Ms. Nancy M. Johnson, Teacher

WISCONSIN

Ethan Allen School
Box WX
Wales, Wisconsin 53183
(414) 646-3341
Mr. Tim Fuller, Teacher

Lincoln Hills School
Box 96
Irma, Wisconsin 54442
(715) 536-8386
Ms. Kittie Scobie, Teacher

WYOMING

Wyoming Industrial Institute
Box 670
Worland, Wyoming 82401
(307) 347-6144
Ms. Maureen Rogers, Reading Teacher